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ABSTRACT

This unit deals with mapping the urban environment. The unit is designed to help the student visualize his surroundings, read and interpret maps, and create maps. These understandings and skills are designed to help the student develop a sense of self-control and a sense of personal control over his environment. The unit is a student oriented, auto-instructional workbook. It begins with a pretest and is followed by 16 lessons. The lessons increase in difficulty and involvement as the student increases his skills in understanding, reading, and drawing maps. The lessons are activity oriented, and questions are answered through means of a self-check. The lessons include such activities as a treasure hunt, drawing maps, using map symbols, measuring, and drawing to scale. The various maps needed for the lessons are also included. A teacher's guide further explains the purpose and directions for each lesson and suggests additional interdisciplinary activities. Completing the guide is a section dealing with aerial mapping and one dealing with neighborhood interviews. (TK)

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Learning to Get Around

An Urban Environment Mapping Unit

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THE URBAN ENVIRONMENT

Our aim is to give each student a sense of self-control and a sense of personal control over his environment. We assume that students have varied learning styles and that students want to grow and learn.

We ask you as students to learn well the social studies skills of gathering information, grouping information and making decisions based on information. We ask you to use your personal knowledge as a beginning point for increasing your knowledge and your ability to find answers and to ask questions. We ask you to work cooperatively with other students. We encourage you to listen, build models, speak, observe and read. We suggest that you learn from using words, pictures, filmstrips, sugar cubes, lego blocks, worksheets and maps.

We want you to begin to carefully develop personal goals and to understand how your environment can help you as you strive to meet the goals you establish.

We cannot guarantee that you will be successful or that you will enjoy these materials, but almost 400 students in Philadelphia have succeeded and have had fun with these materials.

The Urban Environment Collaborative Sept. 1970

Arlene Donsky

Edith Fenton

Robert Fisicaro

Eliot Levinson

Peter Merlino

Marion Moultrie

Cecelia Tyler

INTRODUCTION

We cannot know our environment unless we can find our way around it. We cannot learn about a faraway environment unless we can understand maps. We cannot teach others about our environment unless we can draw maps. We cannot change or control our environment unless we can visualize patterns of a block, a section of a city, or a whole city and know how to communicate the changes we feel are necessary. Learning about surroundings other than our own may help us know what changes we would like to make in our own community.

This unit "Learning to Get Around" will enable you- if you follow it- to clearly visualize your surroundings; to read and interpret most maps; and to create your own maps for your own purpose.

Pre-Test

How much can you learn from this workbook?

PART I:

Show me on a sheet of paper where to go from here to:

a. buy soda pop

b. play basketball

c. go swimming

PART II:

Look carefully at your drawing or your writing. Answer these questions. There are no right or wrong answers except as you determine for yourself. Be honest with yourself.

1. Can you tell how far it is from place to place on your map? _____

2. Would a visitor from Chicago know where to go from your school to buy soda pop? _____

3a. Which way does one turn to go to the spot to play basketball? _____

3b. Which exit of the school should he use?

_____

4a. How did you mark the swimming pool on your map?

_____

4b. Does it look different from the basketball court?

_____

5. Is your map the best map you can draw?

_____

PART III:

Give your map to another student and have him answer questions 1 - 4 about your map.

If you and your friend answered 1 and 2 "yes" and answered 3 and 4 well, see your teacher to discuss skipping some lessons in the booklet.

POINT CHART
FOR THE LANGUAGE OF GETTING AROUND
MAPPING

Name _____ Section _____

Lesson	Possible Points		Points You Got
1	1 pt per question	4	
	Chart	6	
2	Straight Snake	5	
	Split Box	6	
	Seven Straight	5	
3	2 pts per question	8	
4	1 pt per question	13	
5	1 pt each answer	13	
6	1 pt each answer	36	
7	1 pt each answer	18	
8	1 pt each answer on chart	15	
9	1 pt each answer on chart	15	
10	3 pts for each error identified and corrected	21	
11	10 pts for playing the game	10	
	5 pts if you win two games	5	
12	1 pt each answer on chart	70	
13	1 pt each right answer	12	
	10 pts for chart	10	
	10 pts for map	10	
14	1 pt each correct answer	100	
15	5 pts for drawing	5	
	5 pts for each item	45	
	5 pts for each question answered	25	
16	Drawing map so that your partner can read it	100	
TOTAL POINTS POSSIBLE		557	

TREASURE HUNT

One point for each piece of gold earned. Number of points possible almost unlimited.

CONTRACT

If you agree to follow the lessons in this booklet--doing the work as carefully as you can--we GUARANTEE that you will--after finishing all the lessons--be able to read almost any map in the world easily and well and that you will do well on any test on reading.

Work alone at your own speed. Be careful. You will be penalized for errors. You will have enough time to do your best. You will evaluate yourself.

I agree to follow these lessons and to become a good reader of maps. I'll work steadily and carefully for the next _____ days.

_____
your signature

_____
date section

Lesson 1

Get a ruler, a pencil and 2 sheets of 8-1/2" x 11" plain paper.

1. How long is your ruler?

_____ inches long

2. How wide is your ruler?

_____ inches wide

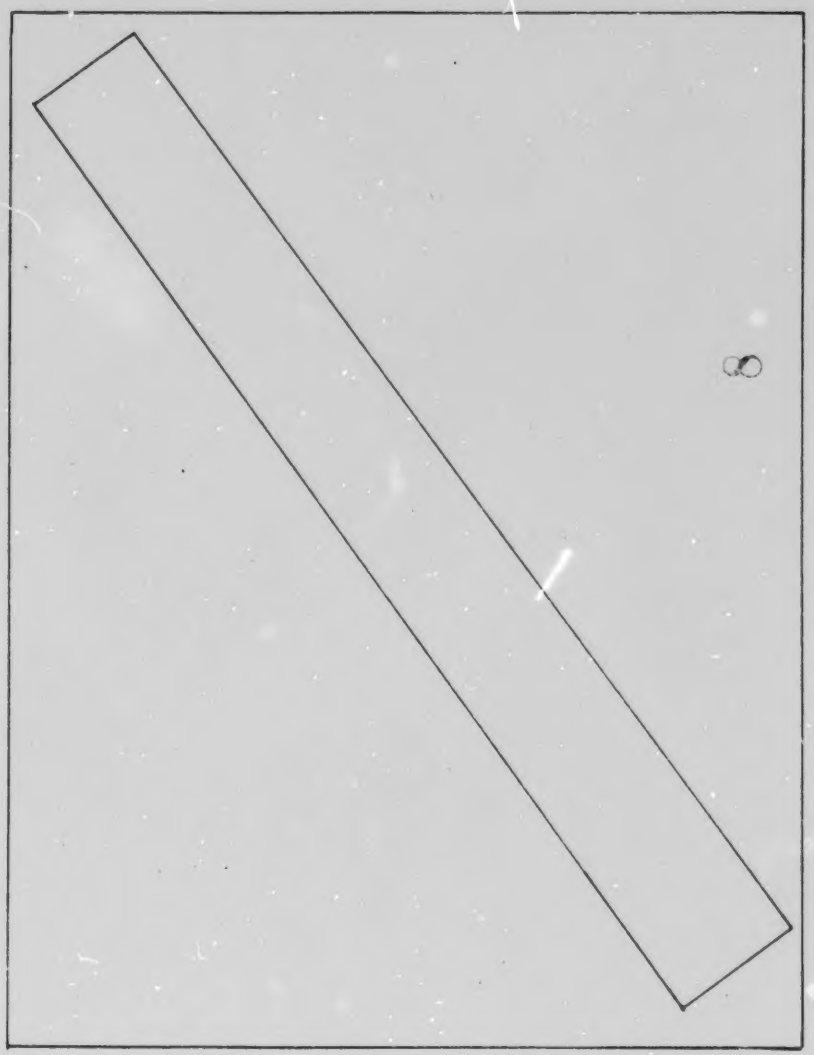
On one sheet of plain paper draw your ruler. It will fit diagonally.

3. How long is the ruler as you drew it?

_____ inches long

4. How wide is the ruler as you drew it?

_____ inches wide



Check

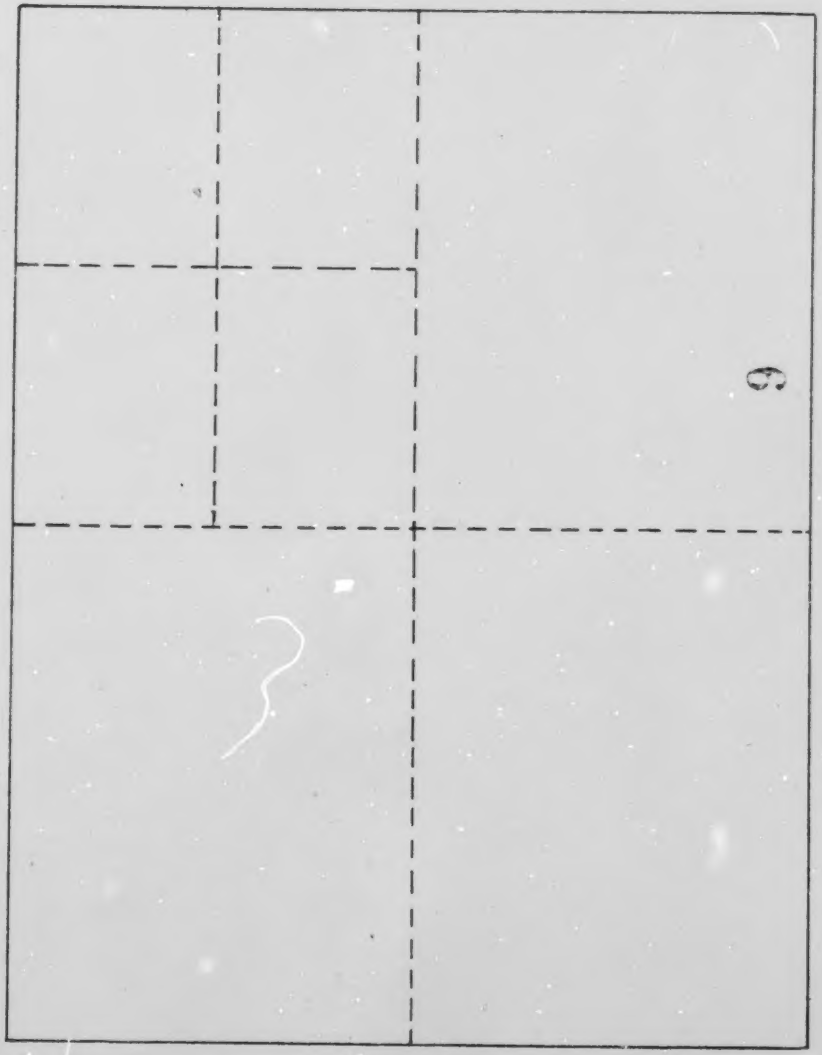
Your answer to #3 should be the same as your answer to #1.

Your answer to #4 should be the same as your answer to #2.

If your answers to #1 and #3 are not the same, check your work and correct your mistake.

Good. Now tear the second sheet of plain paper in half--lengthwise and crosswise--so you have four sheets each measuring 4-1/4" x 5-1/2".

Now tear one of the 4-1/4" x 5-1/2" sheets in half--lengthwise and crosswise to get four sheets each measuring 2-1/8" x 2-3/4".



Tear along - - - - - lines.

Okay, now ...

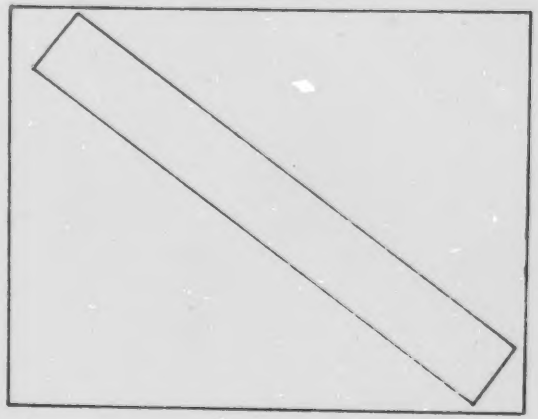
Draw your ruler on one of the 4-1/4" x 5-1/2" sheets.

Place the ruler diagonally as you did before.

Then draw your ruler on one of the smaller 2-1/8" x 2-3/4" sheets.

Again, place the ruler diagonally.

Fill in this chart.



size of paper	length of ruler	width of ruler
8-1/2" x 11"		
4-1/4 x 5-1/2"		
2-1/8 x 2-3/4"		

Check

If you drew the ruler to scale as the size of the paper became smaller, the length and width of the ruler became smaller. The first column then should read 12", 6", 3". The second might read 1", 1/2", 1/4".

If your answers are different from these, do your drawings again as you re-read the directions. Use the paper you tore.

Lesson **2**

Lets practice drawing to scale. Follow the directions carefully. Take your time.

This line called "Straight Snake" is 6 inches long.

1. On a sheet of paper draw "Straight Snake" actual size.
2. Draw "Straight Snake" half size.
3. Draw the line so that 2 inches of "Straight Snake" equals only 1 inch in your drawing.
4. Draw the line "Straight Snake" so that 3 inches of "Straight Snake" equal 1 inch in your drawing.
5. Draw the line so that 6 inches of "Straight Snake" equal 1 inch in your drawing.

<u>Okay lets check your work.</u>

The first line you drew should be six inches long. The second and third lines should each be three inches long. Line four should be two inches long and the last, line five, should be just one inch long.

If you cannot correct your own mistakes, ask your partner or your teacher to explain scale to you.

6. Draw the "Split Box" actual size on another sheet of paper.

7. Draw "Split Box" so that 2 inches of "Split Box" equal 1 inch in your drawing.

8. Draw "Split Box" so that 4 inches of "Split Box" equals 1 inch in your drawing.

9. In my first drawing "Split Box" is

_____ inches long

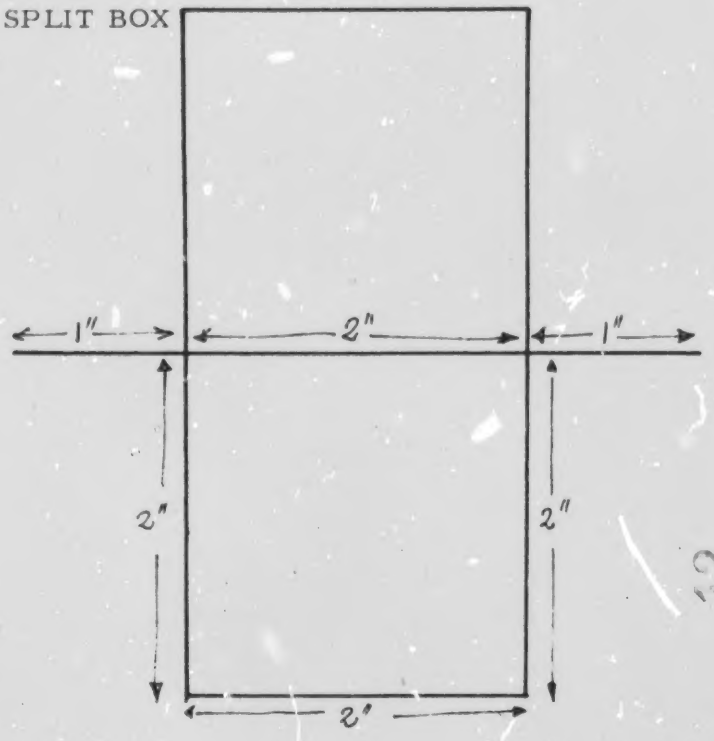
10. In my second drawing "Split Box" is

_____ inches long

11. In my third drawing "Split Box" is

_____ inches long

SPLIT BOX



you are able to draw things to scale.

Every line in "Seven Straight" is 2 inches or 4 inches long.

12. On another sheet of paper draw "Seven Straight" so that 2 inches of "Seven Straight" equal 1 inch in your drawing.

13. Draw "Seven Straight" so that 4 inches of "Seven Straight" equal 1 inch in your drawing.

14. Every line of the actual "Seven Straight" is

_____ inches or _____ inches long

15. Every line in my first drawing of "Seven Straight" is _____ inches or _____ inches long

16. Every line in my second drawing of "Seven Straight" is _____ inches or _____ inches long

Check

If your first drawing had lines one and two inches long, and your second drawing had lines one and 1/2 inches

SEVEN STRAIGHT

If your lines were different lengths, check with your partner or your teacher. Ask them to explain scale to you.

Lesson **3**

ACTUAL SIZE

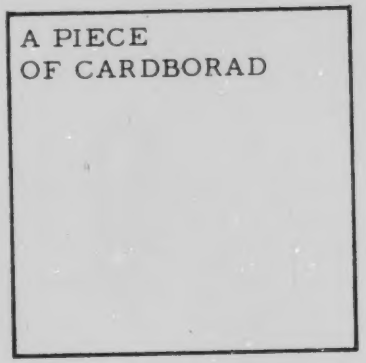
SCALE-DRAWING 12

Now that you know how to draw things to scale, can you tell what scale someone else has used in his drawing?

The figures on the left are ACTUAL SIZE.

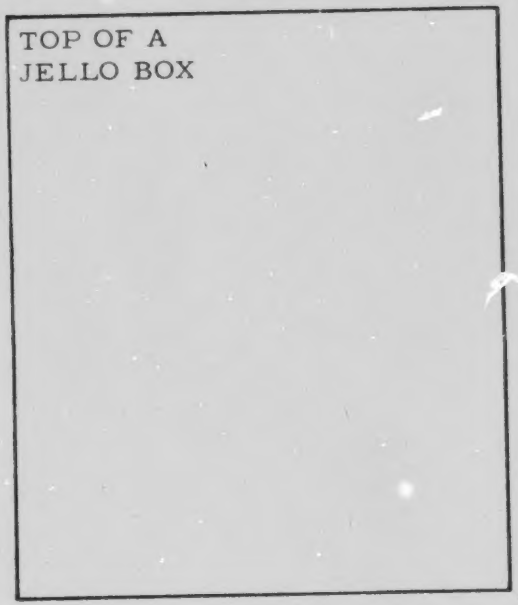
The figures on the right are drawn to SCALE.

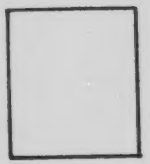
Measure both figures and decide what the scale is.



1. _____ inches of the actual piece of cardborad equals 1 inch in the scale drawing.

2. _____ inches of the top of the Jello box equals 1 inch in the scale drawing.

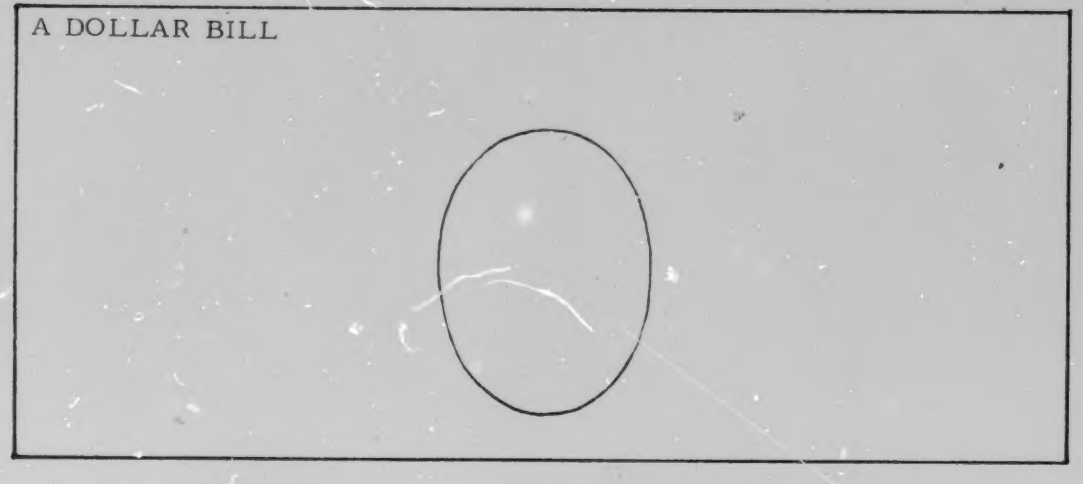


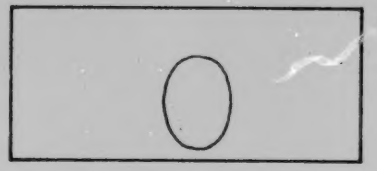


ACTUAL SIZE

SCALE DRAWING 13

A DOLLAR BILL

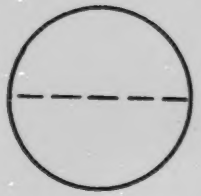




3. _____

inches of the actual dollar bill equals 1 inch in the scale drawing.

ACTUAL SIZE



4. _____

inches of the actual bottom of the soup can equals 1 inch in the scale drawing.

Lesson 4

Clear your desk.

Get out one sheet of paper 4-1/4" x 5-1/2".

Get a ruler, a pencil and a small mystery object like an eraser, a piece of cardboard or a paperclip.

Measure the length and width of the mystery object.

Arrange the ruler and mystery object on your desk.

On the paper -- 4-1/4" x 5-1/2", draw the ruler and the mystery object to scale. Draw the distance between the ruler and the mystery object to scale also.

Label your sheet of paper so that you can remember which side is top and which side is left.

Take the ruler and mystery object off your desk.

Give your drawing to a partner, probably someone sitting near you who is working on Lesson Four also.

Take his or her drawing.

Arrange your ruler and your mystery object according to your partner's drawing.

(Your partner will arrange his or her ruler and mystery object on his or her desk according to your drawing.)

1. My partner arranged his or her desk the same way as mine was when I made my drawing.

_____ (Write yes or no)

2. I arranged my desk the same way as my partner arranged his or her desk when he or she made a drawing.

_____ (yes or no)

3. Did your partner's drawing show the ruler drawn to scale?

_____ (yes or no)

4. Did your partner's drawing show the mystery object drawn to scale?

_____ (yes or no)

5. Did your partner's drawing show the distance between the two objects drawn to scale?

_____ (yes or no)

6. Did your partner's drawing tell you which side of the paper represented the top of his or her desk?

_____ (yes or no)

7. Did YOUR drawing show scale drawings of

a. your ruler's length _____

b. your ruler's width _____

c. your mystery object's length _____

d. the distance between your ruler and your mystery object _____

8. Did your drawing show your partner which side of your paper represented the top your desk?

_____ (yes or no)

Check

If your answers to any of the eight questions above are no, correct your drawing and help your partner correct his.

Try these easy questions now.

9. What is the actual length of your ruler?

_____

10. What was the length of your ruler in your drawing?

_____

11. How far apart were your ruler and your mystery object on your desk when you arranged them?

_____

12. How far apart were your ruler and your mystery object on your paper as you drew them?

_____

13. What was your mystery object?

_____

Check

Check your partner's answers to these questions and ask him or her to check your answers.

Are your answers all correct? Very good. You should be proud. You have learned to draw to scale and to figure out scale.

In the next lesson you will use your ability to use scale to read a map and tell the distance between towns.

Keep up the good work.

Lesson **5**

In this lesson you will use Map #1.

You will need a ruler.

You'll also need a pencil.

On this map the scale is:

1 inch equals 1 mile of actual distance and 1 square equals 1/2 mile of actual distance. (Two squares equal one inch equals one mile.)

Also on this map the center of the dot is the location of the town.

Measure the inches between

1. Franklin & Poplar

_____ inches

2. Penn and Bosstown

_____ inches

3. Poplar and Penn

_____ inches

4. Beetleville and Endtown

_____ inches

One inch equals one mile on this map.

How many miles is it from

5. Franklin to Poplar

_____ miles

6. Penn to Bosstown

_____ miles

7. Poplar to Penn

_____ miles

8. Beetleville to Endtown

_____ miles

9. Poplar to Franklin

_____ miles

10. How many miles long is Market Hwy. on the map?

_____ miles

11. How many miles long is Broad Hwy. on the map?

_____ miles

12. How far is it from Penn to Rose?

_____ inches _____ squares _____ miles

13. How far is it from Columbia to Dilly?

_____ inches _____ squares _____ miles

Congratulations.

If you have worked carefully, you have understood the SCALE of maps section of this booklet.

Next is DIRECTION

Good Learning.

Lesson 6

When you measured distances between towns on Map #1, you measured from right to left or from top to bottom. Your measurements were along straight lines. To make it easier to measure distances between towns located diagonally from one another, we use DIRECTION.

You also used DIRECTION when you told your partner where your ruler was in relation to the top of your desk.

On Map #1 there are 14 towns and two highways. The two highways divide the map into four sections called

NORTH-WEST

NORTH-EAST

SOUTH-WEST

SOUTH-EAST

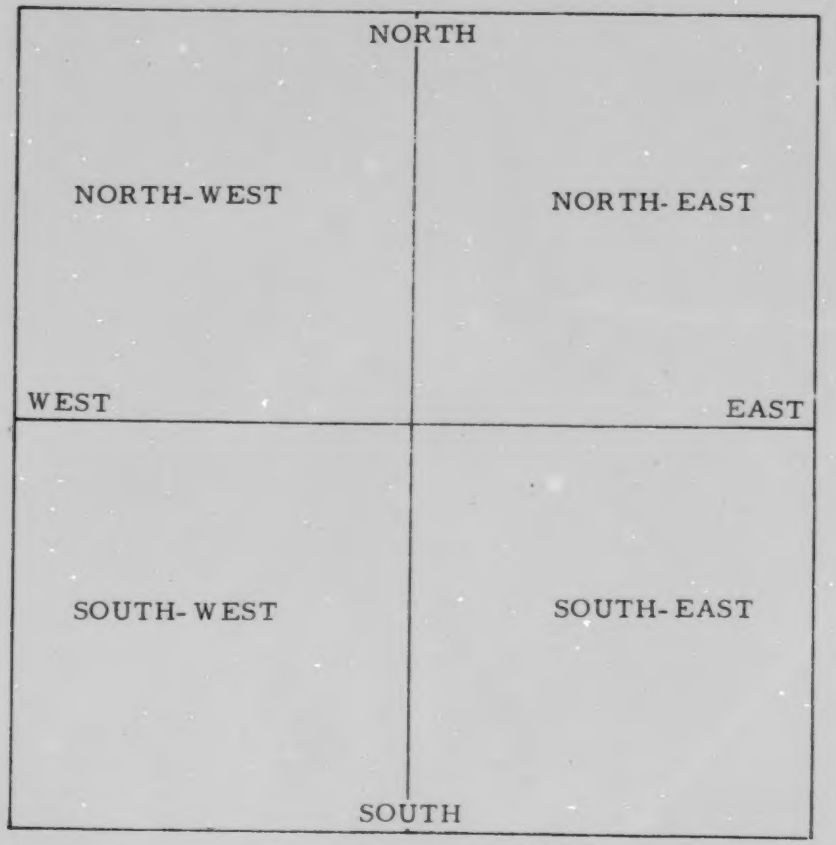
On these maps and on most maps,

NORTH is at the top.

SOUTH is at the bottom

WEST is at the left.

EAST is at the right.



Check your understanding by naming the towns in each square or quadrant. Do not name the towns on the borders: Bosstown, Endtown and Penn are on the border lines.

A dot marks the location of the town. The middle of the dot is the middle of town.

NORTH

The towns in the NORTHWEST are:

1.

2.

3.

The towns in the NORTHEAST are:

1.

2.

3.

WEST ——————————————————————————— EAST

The towns in the SOUTHWEST are:

1.

2.

3.

The towns in the SOUTHEAST are:

1.

2.

3.

SOUTH

The towns in the North are:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

The towns in the South are:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

The towns in the East are:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

The towns in the West are:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Easy? Fine. But let's practice a little before going on. The following is a little exercise to get you good at directions on a map. Fill in the blanks. Have fun!

1. To go from Ashcan to Poplar you have to go

SOUTH _____

2. To go from Supremetown to Beetleville you have to go

_____

3. To go from Columbia to Dilly you have to go

_____

4. To go from Ashcan to Allentown you have to go

_____

5. To go from Rose to Penn you have to go

_____

6. To go from Endtown to Columbia you have to go

_____ then you have to turn

and go _____

7. To go from Supremetown to Poplar you have to go

_____ then you have to turn

and go _____

8. To go from Dilly to Benton you have to go

_____ then _____

9. To go from Rose to Springfield you have to go

_____ then _____

10. To go from Ashcan to Columbia you have to go

_____ then _____

11. To go from Franklin to Penn you have to go

_____ then _____

12. To go from Rose to Ashcan you have to go

_____ then _____

13. To go from Bosstown to Endtown you have to go

_____ then _____

14. To go from Ashcan to Poplar to Penn you have to go

_____ then _____

15. To go from Beetletown to Endtown to Franklin you

have to go _____ then _____

and then _____

16. To go from Poplar to Penn then to Springfield to

Rose you have to go _____ then _____

and _____ then _____ and _____

17. To go from Poplar to Benton to Springfield and

finally to Ashcan, you go _____ and _____

then _____ and _____

then _____ and _____

18. To go from Bosstown to Dilly to Rose to Supreme-

town to Columbia then back to Bosstown you have to go

and _____ then _____

and _____ then _____

and _____ then _____

and _____ then _____

and _____

Lesson **8**

Alright. You did a good job on Lesson Seven, now let's see how really good you are.

Get Map #2. There are horizontal lines on this map in addition to Market Hwy. and Broad Hwy. Now we can locate towns by square (or quadrant) AND by number of the North-South line.

Fill in the chart by

a. writing the quadrant or square in which the town is.

b. writing the number of the horizontal line on which each town is.

c. and writing what direction -- (North or South) the town is from Market Hwy. or the O horizontal line.

The first one is done for you.

Town	Square or Quadrant	Horizontal Line number	direction North or South of Markey Hwy or O.
Allentown	NE	30	N
Ashcan			
Beetleville			
Benton			
Columbia			
Dilly			

Lesson **9**

So far so good. Now we're going to be just as precise in a different way.

Get Map =3. There are vertical lines on this map.

We can locate towns by using the vertical lines.

Fill in the chart as you did the one in Lesson Eight.

2. Write the quadrant or square in which the town is.

b. Write the NUMBER of the VERTICAL line on which the town is.

c. Write what direction -- East or West -- the town is from Broad Hwy. or the O vertical line.

The first one is done for you.

Town	Square or Quadrant	Vertical Line number	direction East or West of Broad Hwy. or O
Supremetown	SW	30	W
Springfield			
Rose			
Poplar			
Milton			
Franklin			

Lesson **10**

Good work. Stop, pat yourself on the back. Now let's see how good you really are. Below is the work of a sloppy, careless person. He or she (we don't remember) made 7 mistakes.

Use Map #2 and Map #3.

Circle each mistake.

Correct the 7 mistakes.

Town	Quadrant	Number and Direction HORIZONTAL	VERTICAL	Correction if wrong
Beetleville	NW	15 North	25 West	
Springfield	SE	20 South	5 East	
Allentown	NW	10 North	10 East	
Poplar	SW	15 South	20 West	
Benton	NE	20 North	15 East	
Franklin	SW	5 South	10 West	
Penn	border	15 South	0 East-West	
Bosstown	border	25 North	0 East-West	
Dilly	NE	20 North	10 East	
Endtown	border	0 North-South	25 West	

Lesson **11**

Here's another way to practice direction and number of lines. By the way it's great fun. Get a partner you want to beat to play this game with you.

Rules

1. The game is like tic-tac-toe. It's tic-tac-toe-toc because the winner is the first to get four in a row.

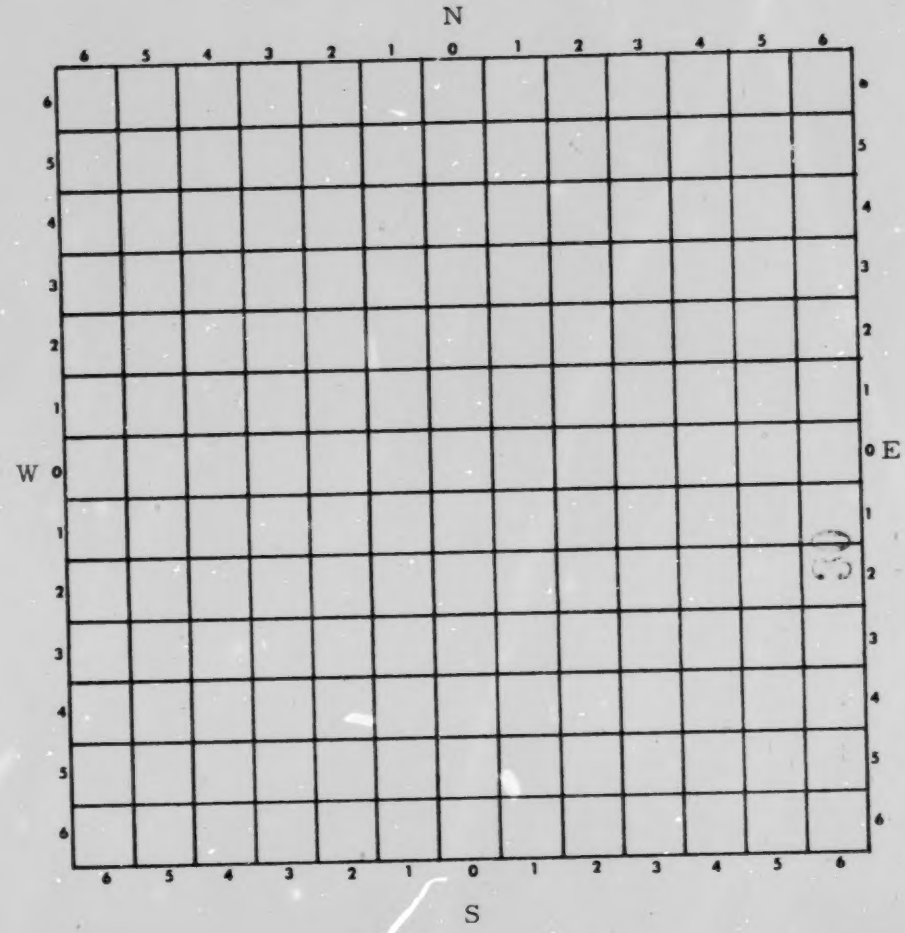
2. Do not write your symbol in the square. Your partner will write your symbol in the square.

3. Tell your partner the direction and numbers of the square you want, and he or she will put that down.

4. Your partner will not write his symbol either. You will. He will tell you the number and direction of the square he wishes and you'll put it in.

Example:

Your symbol (an X lets say) in 4S-4W, 2S-4W, 0-4W, 3N-4W would make you a winner! Your symbol in any four squares in a row makes you a winner.



Lesson **12**

Well done so far. Now, remember all that you have done in lessons one through eleven.

Get Map #4. It has vertical and horizontal lines. The lines are numbered. Fill in the chart.

Town	Quadrant	Number and Direction Horizontal North or South		Vertical East or West	
Benton	NE	20	N	15	E
Bosstown					
Columbia					
Dilly					
Endtown					
Franklin					
Milton					
Poplar					
Allentown					
Rose					
Beetleville					
Springfield					
Supremetown					
Ashcan					
Penn					

Lesson **13**

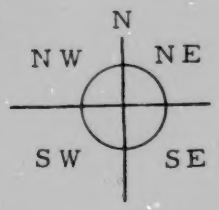
The Pirhana Village Map

Instructions

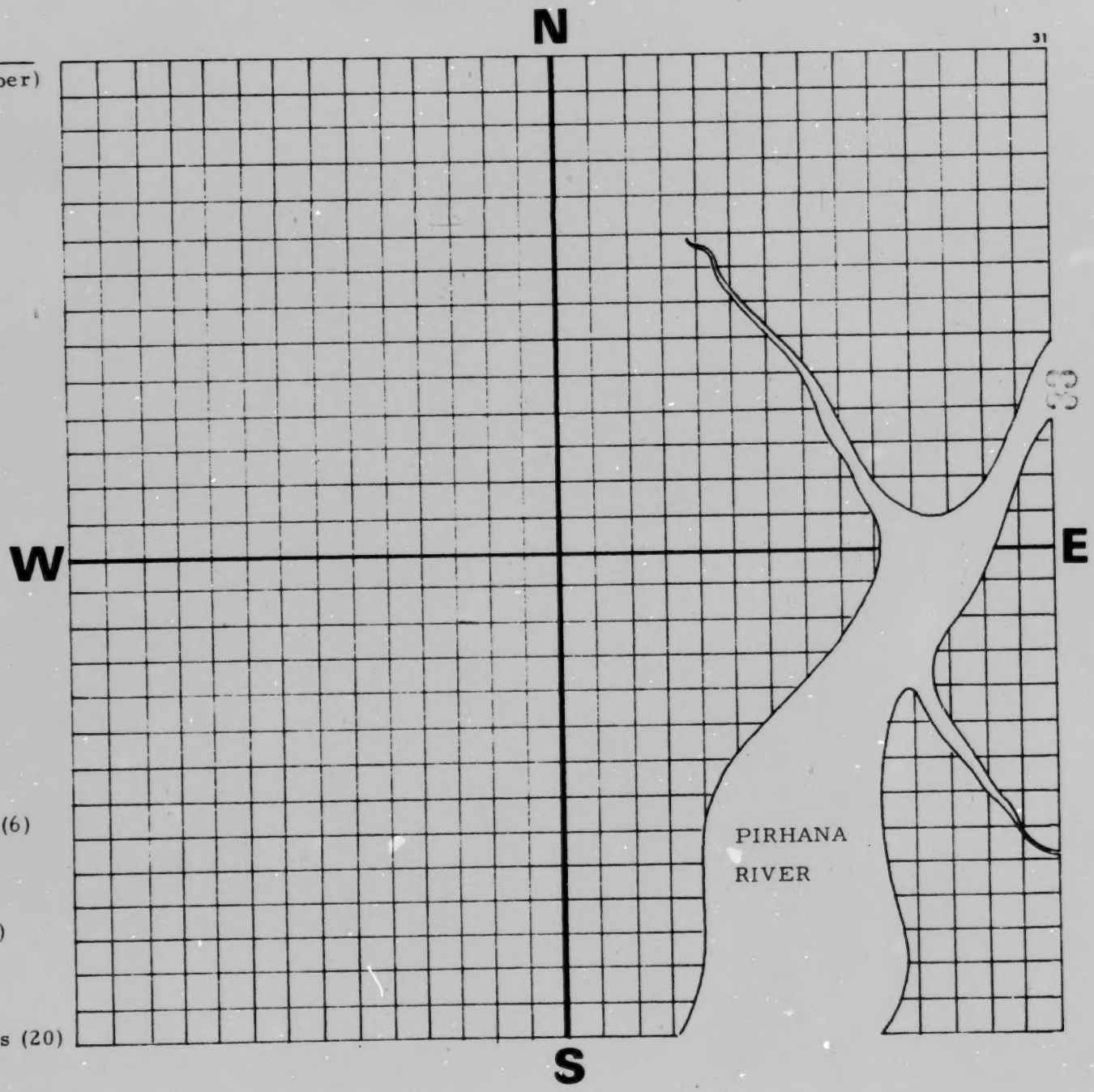
On the next page you will find a map of the jungle area around the PIRHANA RIVER. Using the symbols for the correct buildings, you are to design the village in which your friend, who goes to the jungle to catch and process the pirhana fish, will live. You are to include the following buildings in your village. Also, you must follow the rules for placing these buildings. Remember, to be careful because the pirhana fish eat people.

BUILDINGS	SYMBOLS	RULES
6 factories	□	near the river for the fish and transportation.
6 high income dwellings	○	at least 5 blocks from the factories but not more than 9 blocks away.
8 apartment houses	▨	not more than 4 blocks away from the factories.
10 convenience stores	△	within 2 blocks of where the people live.
6 big stores	▲	within 6 blocks of where the people live.
20 single family dwellings	■	at least 3 blocks from the factories but not more than 7 blocks away.

NAME (number)



- Factories (6)
- High Income Dwellings (6)
- Apartment Houses (8)
- Convenience Stores (10)
- Big Stores (6)
- Single Family Dwellings (20)



Look at the map you have made. Complete the Chart below to find in which quadrant the most people live.

Which quadrant is it? _____

NORTHWEST

	People in one building		No. of buildings		No. of people
Factory	0	×		=	
High Income	4	×		=	
Apartment Bldg.	20	×		=	
Convenience Store	0	×		=	
Big Store	0	×		=	
Single Family	5	×		=	

NORTHEAST

	People in one building		No. of buildings		No. of people
Factory	0	×		=	
High Income	4	×		=	
Apartment Bldg.	20	×		=	
Convenience Store	0	×		=	
Big Store	0	×		=	
Single Family	5	×		=	

SOUTHWEST

Factory	0	×		=	
High Income	4	×		=	
Apartment Bldg.	20	×		=	
Convenience Store	0	×		=	
Big Store	0	×		=	
Single Family	5	×		=	

SOUTHEAST

Factory	0	×		=	
High Income	4	×		=	
Apartment Bldg.	20	×		=	
Convenience Store	0	×		=	
Big Store	0	×		=	
Single Family	5	×		=	

(This contract is up to the individual teacher.)

If your map is correct, I will give you a candy bar, and if it is in anyway wrong, you will give me a candy bar.

Signature _____

Name _____ (number)

AMAZON JUNGLE NEW TOWN

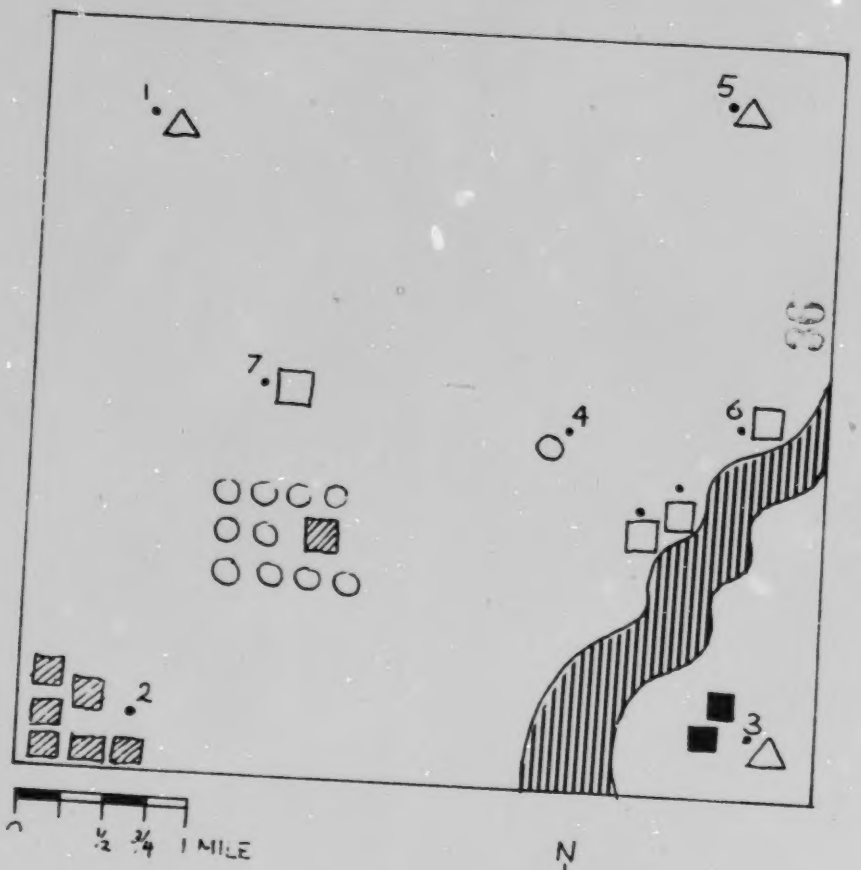
Our fraternity is planning to build a new town in the Amazon jungle. We are going to cut down trees, set up a saw mill and build the other buildings which we need. We have to plan the roads so we have to know how far each building is from the other one. Could you please figure out on these maps how far the buildings are from each other? Answer the questions on the next page.

Measure from

small dot (•) to

small dot (•)

AMAZON JUNGLE



□ Factory

○ high income dwelling

△ store

▨ apartment house

■ single family house

1. How far is it from point 1 to point 2?

_____

2. How far is it from point 2 to point 5?

_____

3. How far is it from point 4 to point 6?

_____

4. How far is it from point 3 to point 7?

_____

5. How far is it from point 1 to point 7?

_____

6. How long would the shortest road from point 1 to point 7 to point 5 be?

_____

After looking at the first map we decided to do a new map because the distances between the places was too great. Could you now figure out the new distances between the places?

1. How far is it from point 1 to point 2?

_____

2. How far is it from point 2 to point 5?

_____

3. How far is it from point 4 to point 6?

_____

4. How far is it from point 3 to point 7?

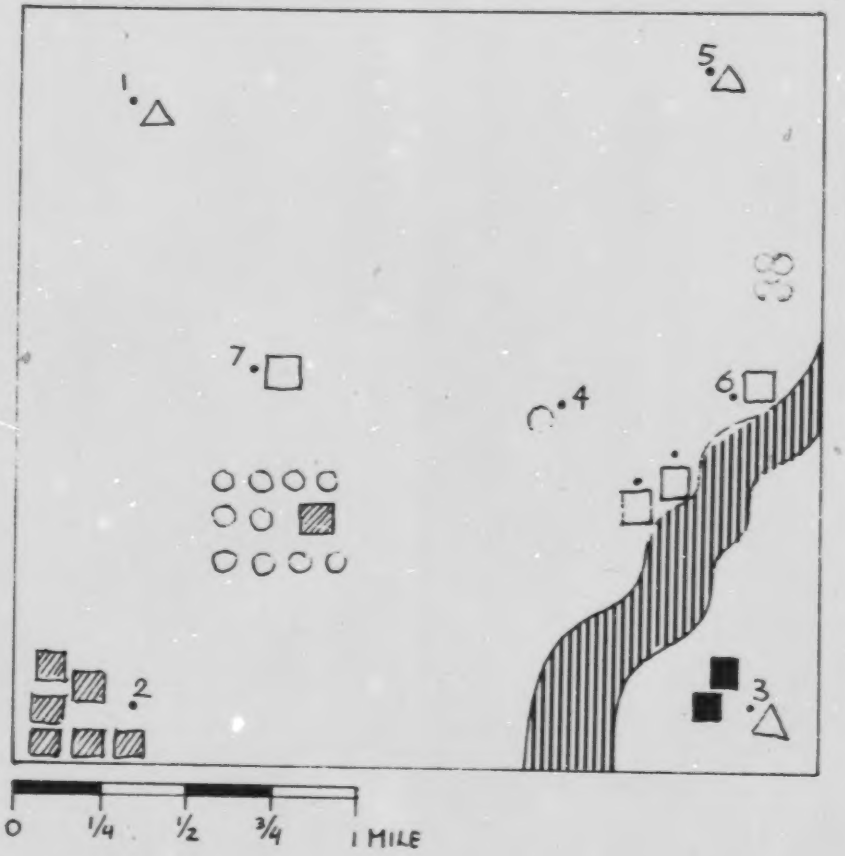
_____

5. How far is it from point 1 to point 7?

_____

6. How long would the shortest road from point 1 to point 7 to point 5 be?

_____



Lesson 14

Legend, direction and scale are now familar to you.

Superb.

a. This lesson invites you to use your map reading skills to increase your knowledge of your own city and to learn how to get to know other cities.

You will use four or more maps of the same place.

The sets of questions direct your attention to one map at a time but you may have to look at other maps too in order to find the answer.

The questions included here can be answered by referring to the maps of Philadelphia in your book.

b. Then, through a Treasure Hunt, you will find out how good you are at choosing the best map to get the most accurate information the most quickly.

May you be an expert reader of maps. May you, in your Treasure Hunt, find your way to thousands of pieces of gold.

SECTIONS OF PHILADELPHIA - MAP #5

1. Name the area north of Center City.

2. Name the area south of Center City

3. Name 5 areas along the Schuylkill River.

4. Name 6 areas along the Delaware River.

5. Name 5 areas bordering or touching north Philadelphia.

6. Which is the smallest area of Philadelphia?

_____

7. Which are the two largest areas of Philadelphia?

_____

_____

8. In which areas of Philadelphia is Market Street?

_____

9. What area is east of Manayunk?

_____

10. What area is east of Germantown?

_____

11. What area is east of Oak Lane?

_____

12. What area is north of South Philadelphia?

_____

13. What area is north of West Philadelphia?

_____

14. What area is west of the Near Northeast?

_____

15. What area is west of Chestnut Hill/Germantown?

_____

16. What area do you live in?

_____

17. In what area is your school?

_____

18. Name three areas with some man-made boundaries, for example streets men built.

_____

_____

_____

19. Name three areas with some natural boundaries.

_____

_____

_____

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ZIP CODES OF PHILADELPHIA - MAP #6
191__ __

1. In what area of the city is 19130?

2. In what area of the city is 19131?

3. In what area of the city is 19132?

4. What are the 2 northernmost ZIP Code zones?

5. Broad Street is the boundary of 10 zones. Give the numbers of those zones that border Broad Street.

a.

b.

c.

d.

e.

f.

g.

6. Allegheny Avenue is the border of four zones. Give the numbers of the four.

7. What ZIP Code zones are in North Philadelphia?

8. How many ZIP Code zones are in West Philadelphia?

_____

9. How many ZIP Code zones border the Delaware River? _____

10. How many ZIP Code zones border the Schuylkill River? _____

11. In what section of the city of Philadelphia is 19153?

_____

12. In what section of the city of Philadelphia is 19154?

_____

13. Is there a 19155 shown as a ZIP Code zone in the city of Philadelphia on the map?

_____

14. Name one ZIP Code in a neighborhood where many Italians live.

_____

15. What is the ZIP Code of your school?

_____

16. What is the ZIP Code of your neighborhood?

_____

HIGH SCHOOLS IN PHILADELPHIA - MAP #7

1. How many high schools are in North Philadelphia?

2. How many high schools are in West Philadelphia?

3. How many high schools are in Chestnut Hill?

4. Three areas have one high school. Which three?

5. One area has no high school. Which one?

6. In five areas there are no vocational-technical schools. Name the five.

7. Two areas have only one high school. Name those two.

8. In which area are there two vocational schools?

9. In which three areas are there one vocational high school?

_____

10. There are two high schools in South Philadelphia. Name them.

_____

_____

11. There are three high schools in West Philadelphia. Name them.

_____

_____

_____

12. In what area is Overbrook?

_____

13. In what area is Penn?

_____

14. Where is Girls High?

_____

15. In what area is Bok?

_____

16. In what area is Roxborough?

_____

17. In what area is Gratz?

_____

18. In what area is Dobbins?

_____

19. Which two schools are farthest away from each other?

20. Name five schools near the Schuylkill River.

21. Name five schools near Broad Street.

22. What schools are in neighborhoods where blacks live?

ITALIANS IN PHILADELPHIA - MAP #8

1. In what section of the city do the most Italians live?

_____

2. In what section of the city do the least number of Italians live?

_____

3. How many Italians live west of the Delaware River?

_____

4. In which area are there more Italians -- West Philadelphia or South Philadelphia?

_____

5. Do most Italians live north or south of Market Street?

_____

6. What high schools are in Italian neighborhoods?

_____

18

BLACKS IN PHILADELPHIA - MAP #9

1. In what three areas of the city are blacks concentrated?

_____

_____

_____

2. In which area are blacks clearly the majority of the population?

_____

3. In which area of the city might there be people who have never known a black?

_____

4. Near which river do blacks tend to live?

_____

5. In which areas of the city would you expect to find many more blacks in 1980?

_____

6. In what areas do <u>both</u> blacks and Italians live?

_____

7. Name one ZIP Code in a neighborhood where many blacks live.

_____

Now here is a chance to learn how to get around in your city.

If you live in Philadelphia, we suggest you get the Street and Transit Map of Philadelphia, reprinted July, 1969, by Southeastern Pennsylvania Transportation Authority (SEPTA). It costs about 25¢. The questions that follow are based on the SEPTA Map of Philadelphia. Answer the 15 questions that are most interesting to you to be sure you are familar with the transportation routes of your city and that you are an expert reader of maps.

If you do not live in or near Philadelphia we suggest that you get a local map of transportation routes and in small groups make up questions like the questions here. Don't answer the questions you wrote. Exchange with another group. Let them answer the questions you wrote and you answer the questions they wrote.

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OVERSIZE MAP OF PHILADELPHIA

Street and Transit Map of Philadelphia, reprinted July, 1969 by Southeastern Pennsylvania Transportation Authority, 25¢. Answer any 15 of the questions below. There are two pages of questions from which to choose.

1. In what color are bus routes drawn?

_____

2. Subway and elevated routes are what color?

_____

3. What's the scale on the large map?

_____

4. What symbol is used to show where subway stations or stops are?

_____

5. To go from Girard Station to City Hall, take the

_____ South

6. At City Hall, you can transfer to the Market Elevated going West. What is the last stop of the Market Street Elevated in West Philly?

_____

7. How do you get to the U.S. Mint, 16th & Spring Garden, from City Hall?

_____

8. How do you get to the Academy of Music, Broad and Locust Streets, from City Hall?

_____

9. How would you go from Girard College to City Hall by public transportation?

_____

10. What line runs along Erie Avenue?

_____

11. What line runs along Allegheny Avenue?

12. How do you get from City Hall to the Philadelphia Naval Base in South Philadelphia?

13. What bus runs along Ridge Avenue?

14. What line runs along Germantown Avenue?

15. How do you get from City Hall to the Zoo?

16. How do you get from City Hall to Allegheny and Kensington?

17. What buses will take you to the Art Museum in Fairmount Park?

18. Philadelphia General Hospital is less than 2 miles southwest of City Hall. How do you get to PGH - (Philadelphia General Hospital) from City Hall?

19. Penn Station is at 30th and Market Streets. How do you get there from City Hall?

20. How do you get from Girard College to Hahnemann Hospital?

21. How can you get from City Hall to Independence Hall?

22. How do you get from City Hall to the Franklin Institute?

23. What is the scale on the smaller map of Central Philadelphia on the back of the larger map?

24. What is the telephone number of the SEPTA information service about public transportation routes?

25. How can you get from City Hall to Gimbel's at 9th and Market Streets?

26. How many bridges cross the Schuylkill River? (Count both rail bridges and others.)

27. How many miles long is the Broad Street subway line?

28. How far is it from City Hall to North Philadelphia Station?

29. How far is it from City Hall to Philadelphia Airport?

30. How far is Philadelphia Naval Base from City Hall?

Treasure Hunt

Introduction

Treasures -- worth 200 to 800 to 1,000 pieces of gold --- are located in the cities on the maps you will get.

You, as an individual, or your group, will be given one set of clues to lead you to a treasure of 200 pieces of gold.

The treasures worth 800 pieces of gold are very tough to find; treasures of 200 pieces of gold are pretty easy to find; ones worth 500 are pretty hard to find.

Value	Difficulty
200	easy
300-500	tougher
600-700	tough
800	very tough
1,000	for EXPERTS ONLY (an EXPERT is one who has solved two 800's without giving any wrong answers)

When you identify the place in which the treasure is, tell your teacher.

If you are wrong you must GIVE UP 100 pieces of gold. (You may have to get a loan.) If you are right you will get the pieces of gold promised.

You may request a set of clues by turning in your old set to the assistant and telling the assistant the value of the treasure for which you'd like to search.

One assistant will keep a record of the number of each set of clues you attempt and return.

TREASURE HUNT
SAMPLE SET OF CLUES

Treasure Hunt #17 500 pieces of gold

The treasure is in a school.

The school is in an area bounded by Allegheny Avenue, the Delaware River, Market Street and the Schuylkill River.

It is <u>not</u> a general co-educational school.

It is a school for Boys only.

The school is east of Dobbins.

The school is east of Penn.

The school is about 10 miles north of Market Street.

Treasure Hunt #72 700 pieces of gold

The treasure is in an area where there are no blacks.

There are few Italians living near the treasure.

The treasure is in a school in the Greater North-East of Philadelphia.

The school is south of Pennypack Creek.

The school is co-educational.

The ZIP Code of the school is 19152.

The school is south of Washington High School.

The school is almost due North of Mastbaum.

The School is west of another co-ed high school near Pennypack Creek.

Treasure Hunt #11 200 pieces of gold

The treasure is in North Philadelphia.

Thousands of blacks live around the treasure.

The treasure is in a school for Boys only.

The school is at Green and Broad Streets.

The ZIP Code of the school is 19138.

Treasure Hunt #14 400 pieces of gold

The treasure is in a school.

The school is east of a tributary of the Delaware River.

The school is west of Broad Street.

The school is east of Saul, a vocational hign school.

The school is west of Girls' High.

The school is not co-educational.

The school is northwest of Kensington.

Treasure Hunt #98 200 pieces of gold

The treasure is in a school.

The school is in Kensington.

It is in ZIP Code 19134.

Very few Italians live near the school.

Almost no blacks live near the school.

The school is a vocational high school.

Lesson **15**

Can you make a map from studying just a description of an area?

Read Hardy Byrd's description of his block. Then test your skill at mapping.

HARDY BYRD THE ATHALEET *
BY WARREN MILLER

Now that I in bisness I out on the street a lot tryn to get up the sum to buy the piece from Friest. The street is three blocks long. That the territory an the Royal Crocadiles control it. Mostly they nothin but people on the street an ony stores at the corners. Like a tailr store at one corner an a vegtable store where they go some bins of potatoes an things like that. But the vegtable store a front for the numbers an the cops is always raidin it. But the vegtable man pays his way an he never clased more than a hour. One time he was payin off some plane clothes men for weeks an weeks befor he foun out they wasnt plan clothes men. They was jus some guys with a racket. Walk in. Say. "We plane clothes men. Pay off or we shut you up." So the vegtable man paid off to them an he dint find out till the cop on the beat tole him.

On an other corner is the big super market. People call it the Bank because that where all the money go. The second big place is Daddy Beatitudes Church. It uset to be a little department store buy Daddy made it into a church. His congregation got so big he now have two floors an lives him self on the third floor.

Evry week he changen the signs on the second floor windas an I always stop to read them. This one week the signs say. "Daddy Beatitude offer $50,000,000 to the Preacher who can prove GOD sent him to preach." Next one say. "Daddy Beatitude was born in Jersusalem an not in Clipton, N. Carolina." Also. "An Noah was before the Flood so is Daddy Beatitude before the Fire. St. Mathews 24 Chapt. 32 Verse."

And. "Don't miss the Fire Hose Baptism. A woman who had not walked in 16 years was healed in one of these Baptisms. Also many others." I read them for kicks. Only the women go to hear him. Daddy got a good thing goin for his self. He got a big white Caddy an even though he got his hair grown down to his shoulders he got plenty of women.

The street fulla rackets. Evry body on the street bisy survivin and doin this and that to get thru the week an get up the rent an the bread for the super market. They some women open up a bisness right in they house for reading fortunes. Put out a sign sayin. "Spiritual Advice." An they in bisness. Over on Lexington Avenue some gypsies open a fortune bisness in a store buy they aint doin so good. The gypsy women tell you what you dreams mean. They sit out front all day an one of them feedin her baby right out in front of evry body. She dont care. Gypsies dont give a damn for no body. Inside the store they got a lot of colored scarfs hangin an curtains an things an it look real good. In the store winda they got a head with like a map drawn

on it showen the bumps and what they mean. Right there over you forhead that bump mean Character. An they sell books teachin how to read you dreams. They dont make much of a livin I can tell you that.

Also on the street we got a drug store. Doc he do a bisness in cundums an Kwik-Kill rat pellets and stuff like that but all them bottles of medcine settin on his shelves gettin dusty for years. In his winda he got a little statue wearen a belt you know aroun for a rupture an he got some signs tellin you about how important it is you ought to keep Regular an like that. He sell a lot of medicine for sick stomach. They a lot of people on this street have Stomach Trouble.

Mostly the street jus apartment houses an stoops. Long rows facin each other an no space in between excep one place where the bilding fell down. We had a club house in the ruin for a while but the City come an took away the ruin. It jus full up with junk that place now.

Mostly the street jus a dirty place. The bildings is dirty like they bin washt in dirt. It run down they faces. You sit on a stoop and look acrost the street at a house for a while an after a while it look like that house is cryen. Doc Levine ast me once. "Richard." He say. "I want you to describe for me the street where you lived." I tole him. "Just dirt." I say. But I dint know it then at the time I tellin you about. I dint know anythin else them.

I uset to walk that street like that street was all they was. I knew all the faces but I never mist any body when they went. They leavin the street to move to a projeck or move to Brooklyn or somewhere else. Then new people comin in and I get uset to seein they faces. Some that movin always. Take Saint. Saint in the Crocadiles. One year it was last year his family moved 16 time. Ended up in Brooklyn. Saint uset to take the subway ride for a 1 hour to be with the gang. Gang all he has. Then

an other 1 hour back to Brooklyn. An he have to walk a long walk to the subway stop because he cant go through Wolves territory.

I dont know whey they move aroun so much. Dont get anywhere. Dont end up no better off. They just move from one lousy apartment to an other lousy apartment. An they move from one lousy job to an other lousy job. They got a bad job in a laundry or a dry cleaning plant or the kitchen of a restarant they go an get an other job in the same kind of place. Saints father say. "Boy we cant move up but they cant stop us from movin horizontal."

People in an out of the street all the time. An at the end of the street loomin up is the project. Man when they tore down the bildings to make room for the projeck you could see all the crap them old bildings was made of. They just go whamo with the iron ball an a whole bilding come crashing down. Maybe only the back wall standin an then you could see green walls pink walls all the colors people painted their walls.

Then they come with the steam shovels an start bilding the project an the whole think start all over again. People paint they walls an fight the roaches an then it all start over again. Some time they going to tare down the projeck because evry thing get taren down an it will be the same all over again.

*

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WORKSHEET:
HARDY BYRD THE ATHALEET

PART I:

1. How long is the street?

_____

2. Who controls the territory?

_____

PART II:

Make a map showing -

A. Tailor store "at one corner"

B. A vegetable store "where they go some bins of potatoes an things like that"

C. Big supermarket "on an other corner"

D. Daddy Beatitudes Church that used to be a little department store.

E. Sign saying "Spiritual Advice"

F. Drug store where Doc "sell a lot of medicine for sick stomach"

G. Apartment houses an stoops, "long rows facing each other"

H. One place "where the bilding fell down," "just full up with junk," now

I. Project "looming up" at the end of the street.

PART III:

Study your map. Note: Your map may be different from anyone else's. Many different maps may be equally accurate and excellent.

1. What did an inch represent on your map? A half-block? A whole block?

_____

2. What symbols did you use to show the difference between an apartment house and a store or a junk heap?

_____

3. About how many people live in the area shown on your map?

_____

Lesson **16**

Now you know scale and direction and legend.

Teach someone else something about your neighborhood.

On the next page is a sheet with your school placed in the middle.

1. Draw in the streets around your school.
2. Write the names of the streets.
3. Put stores where there are stores. Write the names of the stores if you know them.
4. Put in your home.
5. Write what scale you are using. (How many blocks = 1 mile on your map?)
6. Make a diagram to show which way is North and which way is East on your map.
7. Get a partner.
8. Look at your partner's map and see if you can tell:
   a. what streets are between school and his house
   b. what route he takes to get to school each day.
   c. the distance between his home and school.
   d. the direction between his or her home and school.
9. Now, let your partner do it to you.

AERIAL MAPPING
AND INTERVIEWING IN THE SCHOOL NEIGHBORHOOD

What You May Learn

The links between the physical and the people (or social) aspects of the neighborhood will be pointed up and clarified by these exercises. Basic skills, the utility of mapping, the functions of a neighborhood, the checking of information, the use of cameras, and working with a team will be practiced.

DAY ONE:

Making a map from the roof of the school building using scale, legend and direction.

Procedure:

First take five minutes to jot down what you already know about the school neighborhood.

Divide into four teams to make maps. Within each team, discuss the problems of scale. Ask one team member to pose a problem and another to solve the problem.

Each team should put a square in the middle of their mapping paper to represent the school at the center of the map.

Teams will rotate around the roof, spending five minutes at a time on each side of the roof. If there is no fence on the school roof, many adults from the community should accompany the class to the roof. Before anyone goes to the roof, everyone should understand the directions: map the neighborhood, one side at a time, from the roof. Groups will rotate every five minutes around the roof.

After you go to the roof, begin work immediately. The teacher and community adults will move around to help those who are working and those who have questions. Don't worry about completeness the first time you look out. You will go to the roof a second time.

A prize -- perhaps candy bars -- will be given to the group that, at the end of Day Two, has provided the most accurate information on its map.

Materials:

12" x 12" manilla paper for mapping - backed by cardboard

Half-sheet of paper to jot down what you already know about the neighborhood

Compass for each group

Rulers

Pencils

DAY TWO

Procedure:

First complete the hour by hour worksheet on the next page.

Then as a class review the most common mapping problems from yesterday. Most likely problems are: lack of consistent scale and no differentiation of land usage, i.e. houses, stores, parks, factories.

Go back to the roof with the adults and your materials.

Continue mapping on a five minute rotation system.

You should complete your map this period.

For homework, plan a tour of the neighborhood for

a. a new student

b. a teacher

c. a man who gives out Federal money for improving neighborhoods.

Materials:

Same as Day ONE except for the addition of hour-by-hour worksheet.

Name _____ Section _____

Worksheet

What would you do if you lived in this neighborhood at

7 a.m. (in the morning)

9 a.m.

11 a.m.

Noon

2 p.m.

4 p. m.

6 p. m.

8 p. m.

10 p. m.

Midnight

DAY THREE

Neighborhood Tour and Competition

Divide the class into teams of 4 or 5. Arrange for an adult to accompany each team out of the school.

Each team will have a list of 5 to 10 locations in the neighborhood, e.g. N.W. corner of 5th and Luzerne Streets, S.E. corner of Erie and 7th. The tasks for the class period are:

a. Write down what is at each location.

b. Take a picture of each location.

c. Do at least two interviews with people at each location. Use the interview sheet or develop your own list of questions.

d. Write down as many last names as you can see on signs around the location. Include the identification of function after the name, e.g. D'Antonio's Restaurant, Angelo's Bar, Herman Segal, M.D., Harry O'Brien's house.

The team with the most points wins the purse -- contributed to by all members of the class or just by the teacher -- of candy bars and cokes. Point system might be:

for each picture - 2 points

for each interview - 10 points

for each properly described location - 2 points

for each establishment identified by name - 1 point.

Materials:

a camera for each group

a tape recorder for each group

list of locations for each group

INTERVIEW SHEET

(If tape recorders are available, ask the interviewer to tape both the questions and the answers.)

Note: Each interviewer should introduce himself:

I'm _____

from _____ school.

We are studying this neighborhood. Would you mind answering some questions about the neighborhood.

1. Do you live in this neighborhood?

2. Do you like it here? Why?

3. If you don't like it here, why don't you move?

4. How's the public transportation around here?

5. What do you think about the schools?

6. Could you describe some of the jobs available around here?

7. What kinds of stores are around the neighborhood?

8. What do people around this neighborhood do on Sundays?

Other questions that come to mind might also be asked, based perhaps on your ideas about the neighborhood from your time sheet.

DAY FOUR:
FINAL REPORT

69/70

Procedure:

In your groups, or as an individual, examine all the information you have gathered. Organize it in some form that is sensible and meaningful to you. Prepare an exciting report on the neighborhood for a younger class in the school or, perhaps, at the elementary school.

Present your report to your classmates. Vote to select the best group or individual report. The best report might then be presented to a younger group in the school.

For Teachers

THE URBAN ENVIRONMENT CURRICULUM

The role of the materials in the Urban Environmental Curriculum is primarily to promote learning -- that of the teacher and that of his students. The teacher's role is no longer solely that of information giver and disciplinarian. The teacher becomes primarily a facilator to help each student identify and reach goals through the use of the social studies processes. The teacher experiments with new, but not untried, materials and with new, but not untried, techniques of classroom structure and management. Classroom structure will change gradually as each teacher grows and expands his repetoire of teaching strategies. We demand only that teachers be willing to learn; the variety of styles in the materials is great enough to permit each teacher to begin by changing gradually and at his own pace.

We ask the teacher through these structured materials to develop a wide variety of teaching patterns. We assume that teachers too have a great desire to learn.

DAYS AHEAD

This unit, the ideas and activities, can be expanded into the study of such things as consumer behavior, recreational facilities, housing conditions, entertainment, transportation, social problems, etc. It invites community involvement in the school on a non-threatening basis.

The structured competitive point system can be transferred to other units as a structure for group activities. The point system insures quick feedback to students and teachers, concentration on a task and cooperation.

MAP PACKAGES

All of the needed maps except the Pirhana Village maps are included in a separate booklet so that the students can easily refer to them.

SCHEDULING

In working out the number of days, we suggest about a period a lesson. Some lessons can be completed in 1/2 a period. Others require two periods. Average length of time for the unit is probably about a month.

PRE-TEST

If a child indicates he understands scale, direction and legend thoroughly and completely you might ask him to become your assistant or you might work with him to develop a library project on a geographical or urban problem in which he indicates a deep interest.

Lesson 1 SCALE

You may want to direct children to do this lesson without using the booklet. This is true especially if your class includes many very poor readers. You, in any case, will have to check the students' work. Walk around the classroom or ask them to bring their work to your desk.

Lesson 2 and 3 PRACTICE IN SCALE

These lessons may be dictated or you may wish your students to work individually. Make some provisions for alleviating student frustration and for eliminating (we mean total elimination of) student failure. Ask students to come to your desk for help. Appoint assistant teachers. Or, walk around the room facilitating successful work by each and every student. Be positive. Encourage. Praise. Give students opportunities to recognize and correct their mistakes. Have a ready supply of erasers.

Lesson 4

Drawing a "map" of the Desk Top. Here we ask students to work with a partner. Tell your students not to interrupt the work of a student who has passed Lesson Four or who has not yet completed Lesson Three.

Here we also introduce direction for the first time. All we ask is that students indicate which part of the "map" represents the top of the desk.

As an alternative you may wish to ask the entire class to "map" out objects on your desk. If you choose to do this, be aware that the pace of the unit is being set by you and not by the students, however.

Lesson 5 REVIEW OF SCALE

(Students need Map #1)

Suggested alternatives to Maps #1 to 4:

Invite your class to create a map series. Ask them to make up names of towns. Fit the names into quadrants, four open squares. Appoint a child to draw the class map on a hexograph master. Then ask the student draftsman to create the series:

Map #1 - Just the quadrant lines and the towns.

Map #2 - Quadrant lines, towns and numbered horizontal lines.

Map #3 - Quadrant lines, towns and numbered vertical lines.

Map #4 - Everything -- numbered vertical lines and horizontal lines, towns, quadrant lines.

Of course the towns will be in the exact same places on all four maps.

Lesson 6 DIRECTION

Mastery of this lesson is crucial to understanding the rest of the unit. Be sure every child completes the worksheet perfectly and with a clear understanding. Use your assistant teachers to help those who have been absent.

Lesson 7 PRACTICE

This is fun.

Lesson 8

HORIZONTAL LINES -- NORTH-SOUTH DIRECTION

Students need Map #2.

Lesson 9

VERTICAL LINES - EAST-WEST DIRECTION

Students need Map #3.

Lesson 10 CHECK-UP AND REVIEW

Alternative. Make up your own sheet with a number of errors on it. Base your sheet on the map the class drew and the kinds of mistakes you suspect your class might make.

Lesson 11 GAME -- PRACTICING DIRECTION

Class may be loud unless you insist that players whisper. Ask player to be courteous to classmates working on other lessons. The game is difficult to win and there will be quarrels about the square named by a player and that marked by his opponent, but that's the point. You might get them to write down their squares.

Lesson 12 FINAL TEST ON DIRECTION

Students need Map #4.

Lesson 13 LEGEND AND REVIEW OF SCALE

Each student is asked to work with symbols for factories, high income dwellings, apartment houses, stores, etc.

The imaginary Pirhana Village and the pirhana fish who eat men motivate kids. So does the contract. Get in a supply of candy bars.

The Amazon Jungle New Town will give the class a chance to review the idea of scale.

Lesson 14 PHILADELPHIA MAPS

You will need the packet of maps of Philadelphia or the area where you live. We strongly urge Philadelphians to get 30 copies of the SEPTA map at 25¢ each from SEPTA or a center city newsstand

This lesson may require as many as 10 class periods.

The objectives are several: (1)to give kids practice in reading; (2)to lead kids to visualize and explore their environment more closely and; (3)to encourage kids to visit areas of Philadelphia other than those blocks most familiar to them.

Several classroom structures are possible. You may want every child to answer every question by himself; this gives him a sense of mastery. There are 100 questions; you may wish children to work in groups. You may wish every child to answer all the odd-numbered questions

(or all the even-numbered questions; it doesn't matter).

TREASURE HUNT

(A game for 2-3 periods)

This game, which students will play for as many class periods as you permit, tests a student's map reading skills. The point of the game is to master map reading skills. The hardest working, most skillful map reader, will win.

Get a supply of candy bars to give the winner. Cut some yellow paper for gold to award the finders of treasures. Be sure each student has a packet of clear maps of Philadelphia.

The next three pages outline possible classroom arrangements and offer further suggestions. Plan carefully to avoid chaos.

Lesson 15

CREATING A MAP FROM A WRITTEN DESCRIBTION

Read "Hardy Byrd the Athaleet" to your class or have them read it aloud or have them record it silently. (If your students have worked through the Introductory Unit, they have read the story once). Then ask them to answer the questions (Part I), make a map (Part II), and evaluate the map (Part III). This probably will take two class periods.

Suggested additions to Lesson #15

Ask students to describe in words a block they know well. Make copies of the best descriptions. Ask other members of the class to give the exact location of the block described or to draw the block described.

Lesson 16

MAKING A MAP OF THE NEIGHBORHOOD

This is what a final examination on the mapping skills booklet might be. Be sure to give students at least 2 class periods. Encourage them to look at their neighborhood for homework. Encourage them to talk to compare their memory of their neighborhood with other classmates.

Recommended Alternative or Addition: Aerial Mapping

TREASURE HUNT
POSSIBLE CLASSROOM ARRANGEMENTS

Two or three assistants may sit at a table at the front of the classroom.

On the table will be:

a. Four record sheets (see next page)

b. All the sets of clues in envelopes (keep the 1,000's for experts separate from the others).

On the outside of each envelope write the number of the set and the value.

Arrange the envelopes by value.

The teacher will carry around with him the solutions arranged by number on a 3 x 5 card.

Students will walk to the teacher or the assistants when they have found a treasure and when they want to get a new set of clues.

One assistant might keep a record of the boys and one of the girls. Both might give out clues and file the returned clues in the proper envelope. Or you may wish to have three assistants for your classroom.

The teacher or the assistant may give out the pieces of gold earned. Colored yellow paper serves well.

The winner is the student with the most points at the end of the class period. Check his winnings by counting his pieces of gold and by comparing his winnings with the record kept by the assistants.

Candy bars are good prizes. Be sure you have enough to handle any possible ties.

TREASURE HUNT CLUES

The Treasure Hunt clues included with this package are based on maps of Philadelphia. Again, should you not be near Philadelphia, it would be best for you to write your own clues based on maps of your area. Four people can write twenty sets of clues in about two hours of steady work. One class may want to write the clues for another class. Directions are given following the record sheet on the next page.

TREASURE HUNT RECORD SHEET

Name of assistant

_____

_____

class period date

Directions:

As each student turns in his first set of clues, write the number of the set in the first column "Returned". As each student is given a new set of clues, write the number of that set in the "Given" column. Do not give a new set of clues until one is returned.

Student's Name	Returned	Given	Ret'd	Given	Ret'd	Given	Ret'd

DIRECTIONS FOR CREATING
YOUR OWN TREASURE HUNT

Decide where the treasures will be located -- in a building; at the intersection of two streets; in a town; at a traffic light. Your decision will, in part, be determined by the kind of maps you have available.

Decide where the first treasure will be. Study the maps you have to see how that point of the treasure is like other points on your set of maps and how that point differs from other points on your set of maps.
Write one clue. See how many other places the treasure could be - based on that one clue. Treasures are easy to find if the number of points on the maps similar to the treasure point is less than four.

Write another clue. Check to see how many other points could be the point of the treasure based on your two clues. As you continue writing clues, gradually decrease the number of places that meet the criteria established by your set of clues. Use the differences between the point of the treasure and all other points to do this. Be sure that different clues force treasure hunt players to go to different maps. Let some clues be based on scale, some on direction, some on legend. That is, one clue might say the treasure point is five miles from Ashland School, another that the treasure poin is southwest of the river and a third that the treasure is in a shopping district.
Be certain that your clues are specific and that the point of the treasure is differentiated in some way from all other points and that the differentiation is included in your set of clues.

Treasure points are difficult to isolate if the number of possible points for the treasure to be is great; if the vocabulary (e.g. tributary, coastline, confluence) is new to the players; or if fairly sophisticated skills of scale, direction and legend are required to interpret the clues.

Learning to Get Around

An Urban Environment Mapping Unit
Booklet of Maps

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Developed by
The Urban Environment Collaborative
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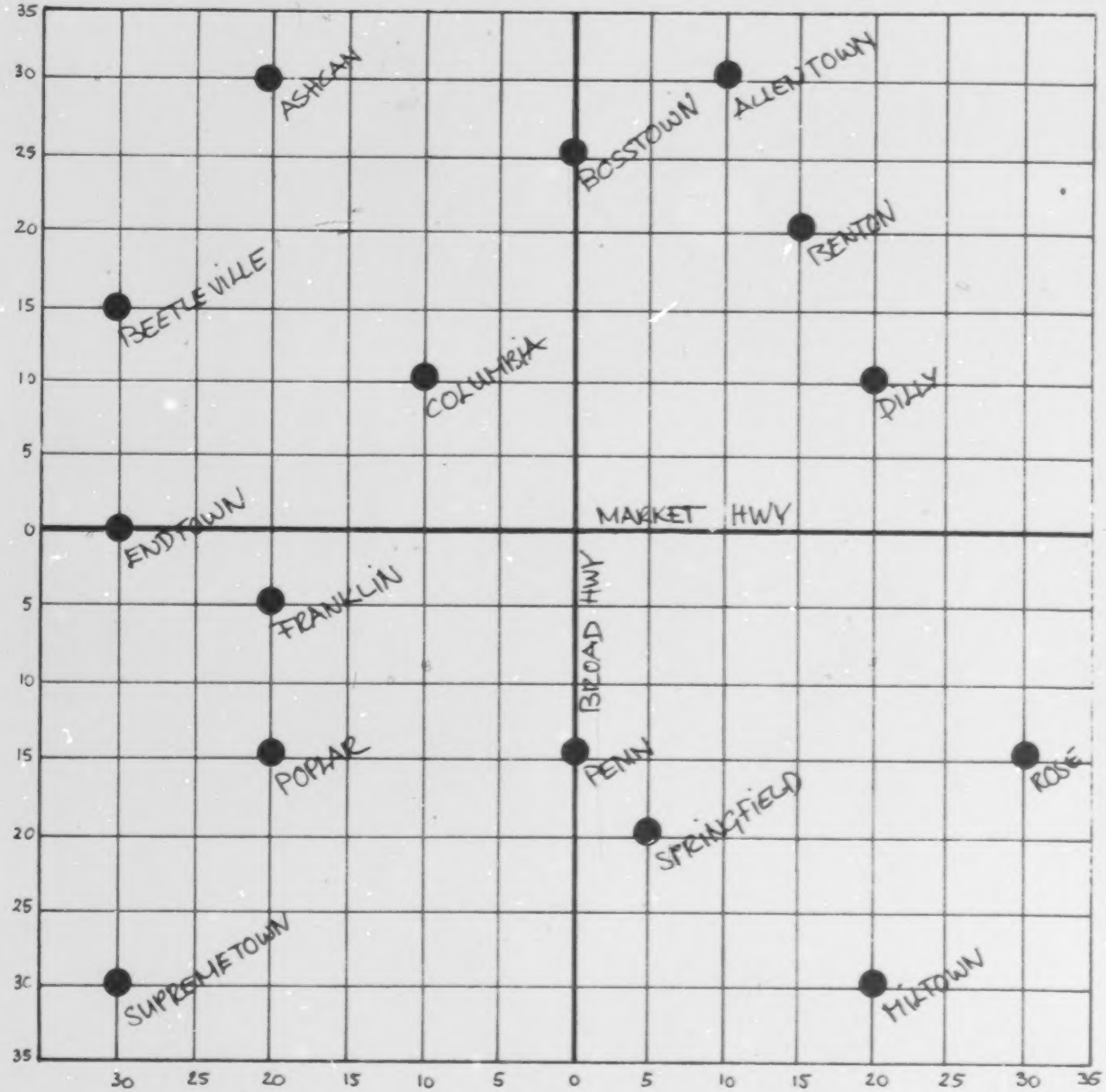
School District of Philadelphia
Pennsylvania Advancement School
Group for Environmental Education Inc

MAP I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BEETLEVILLE
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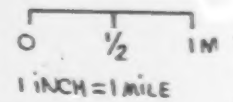
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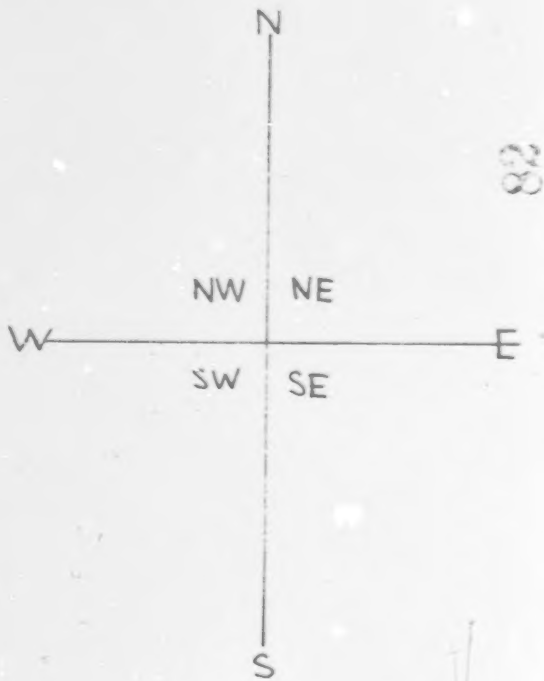
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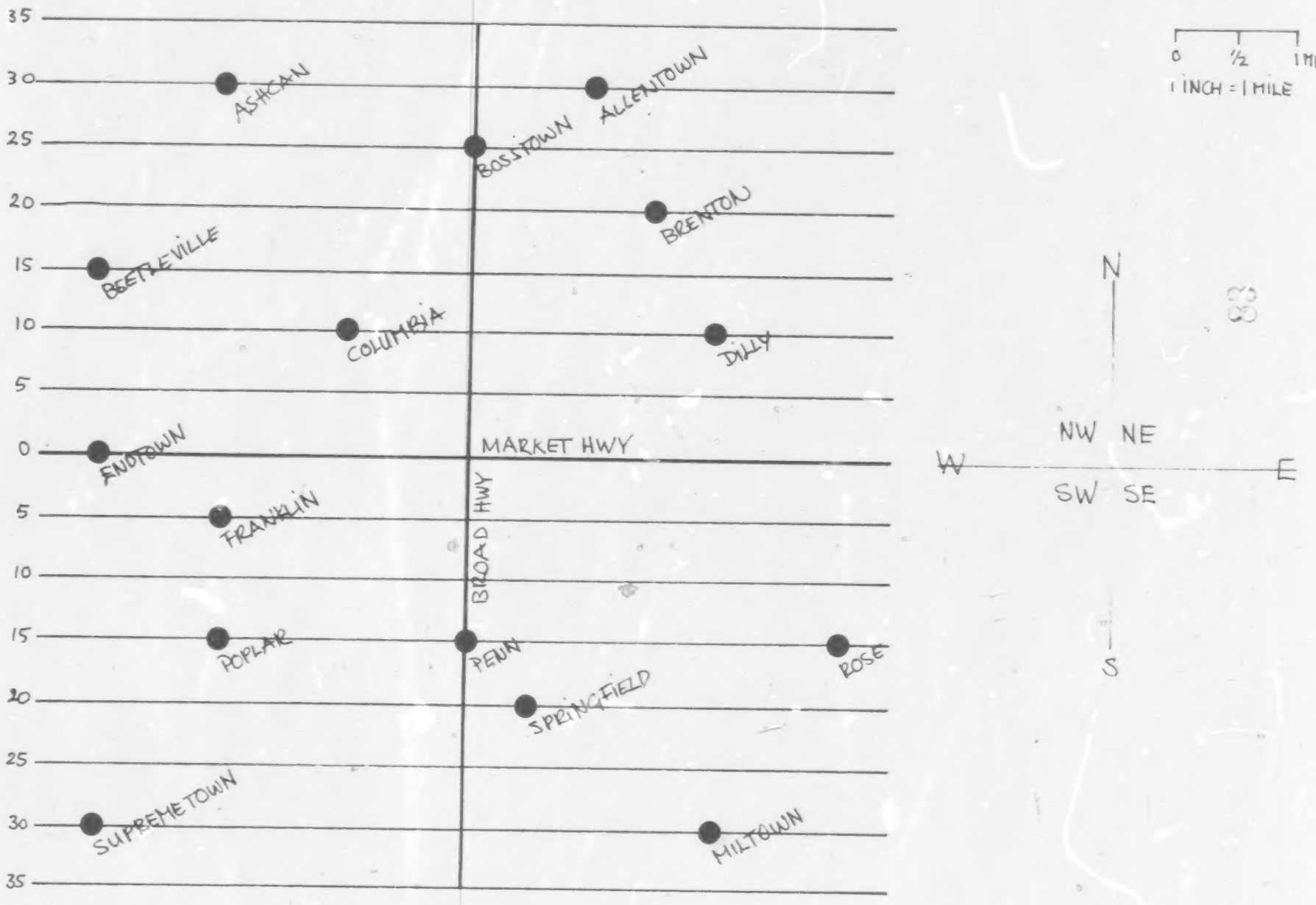
MAP II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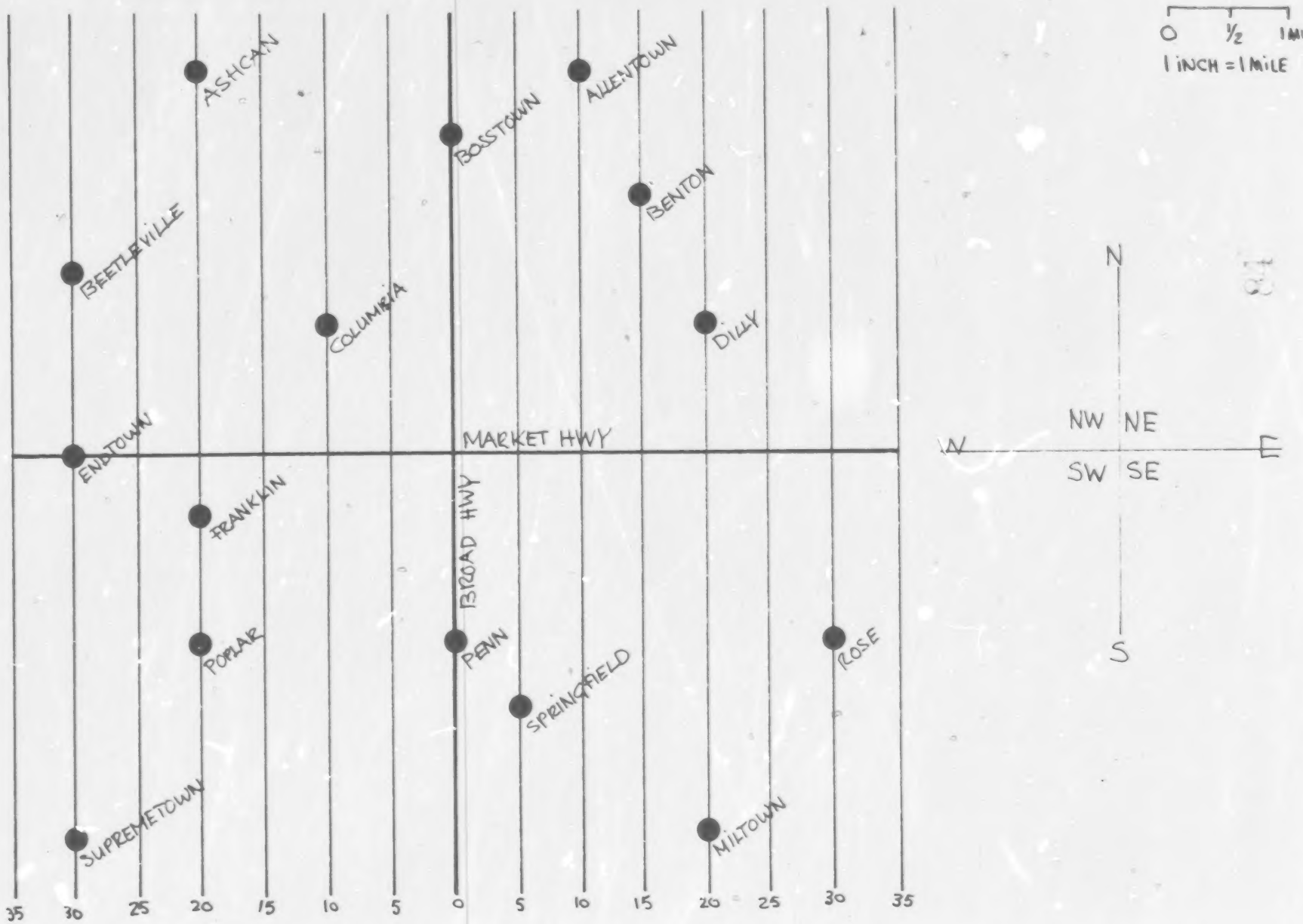
MAP III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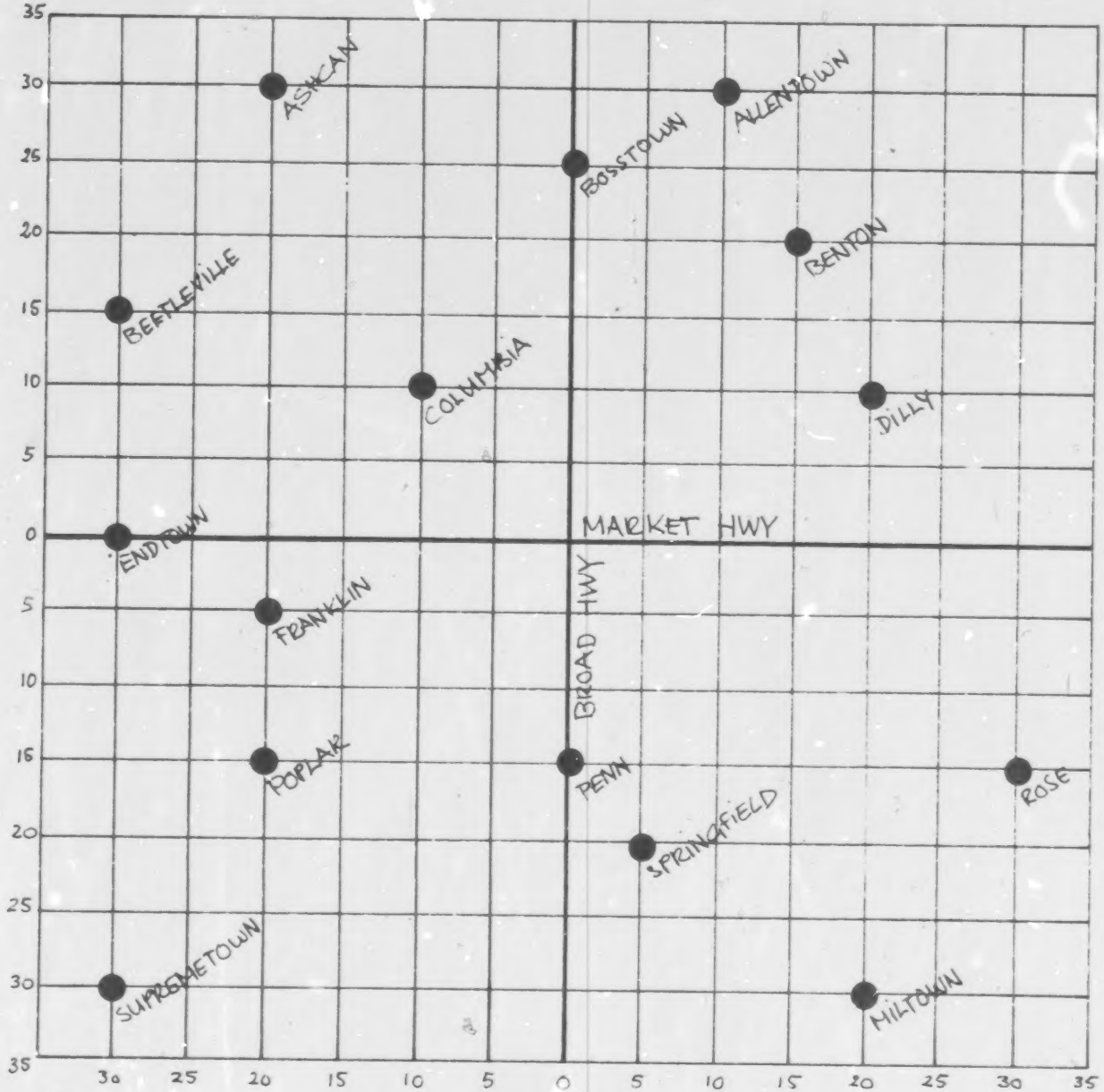
MAP IV



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1 INCH = 1 MILE

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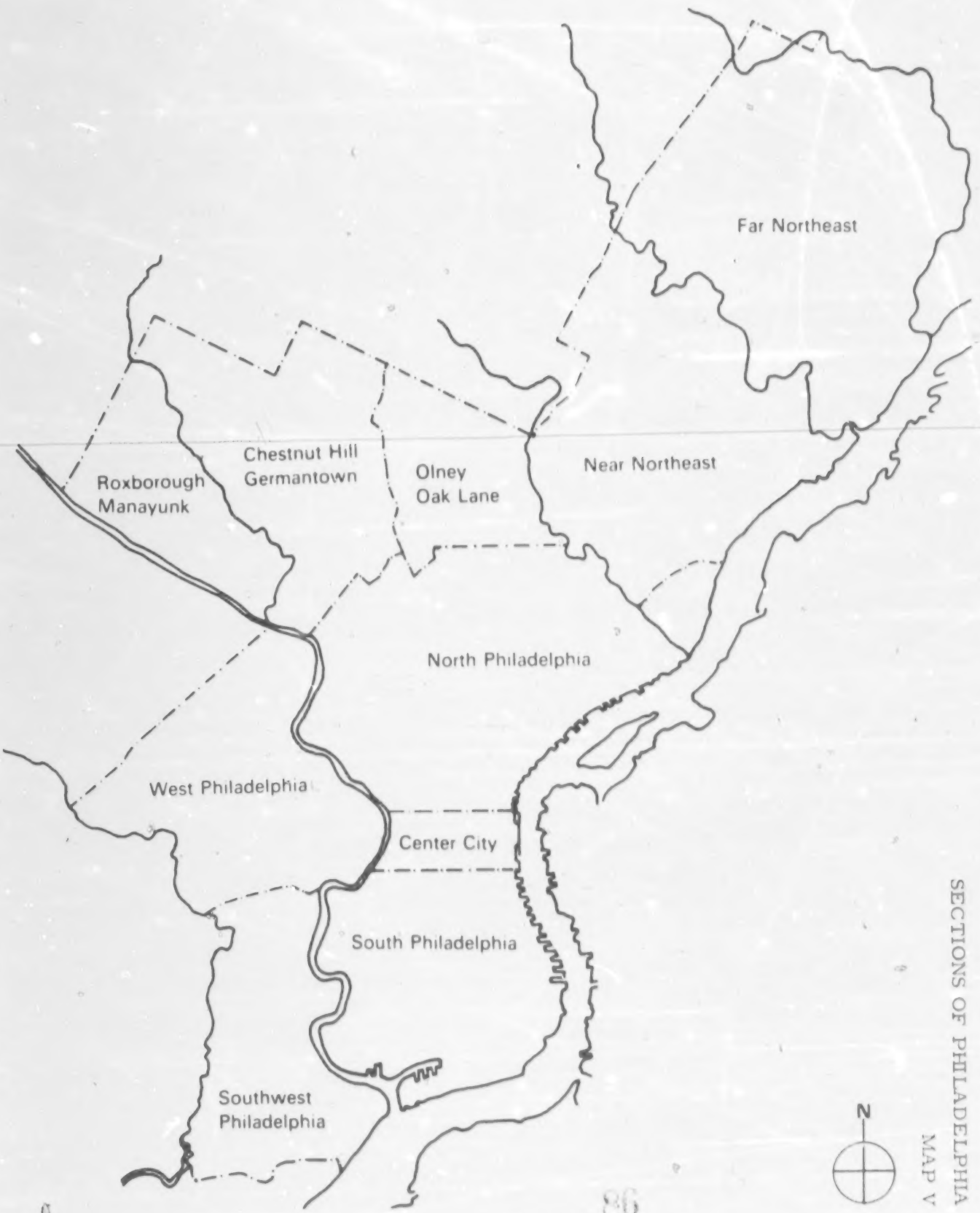
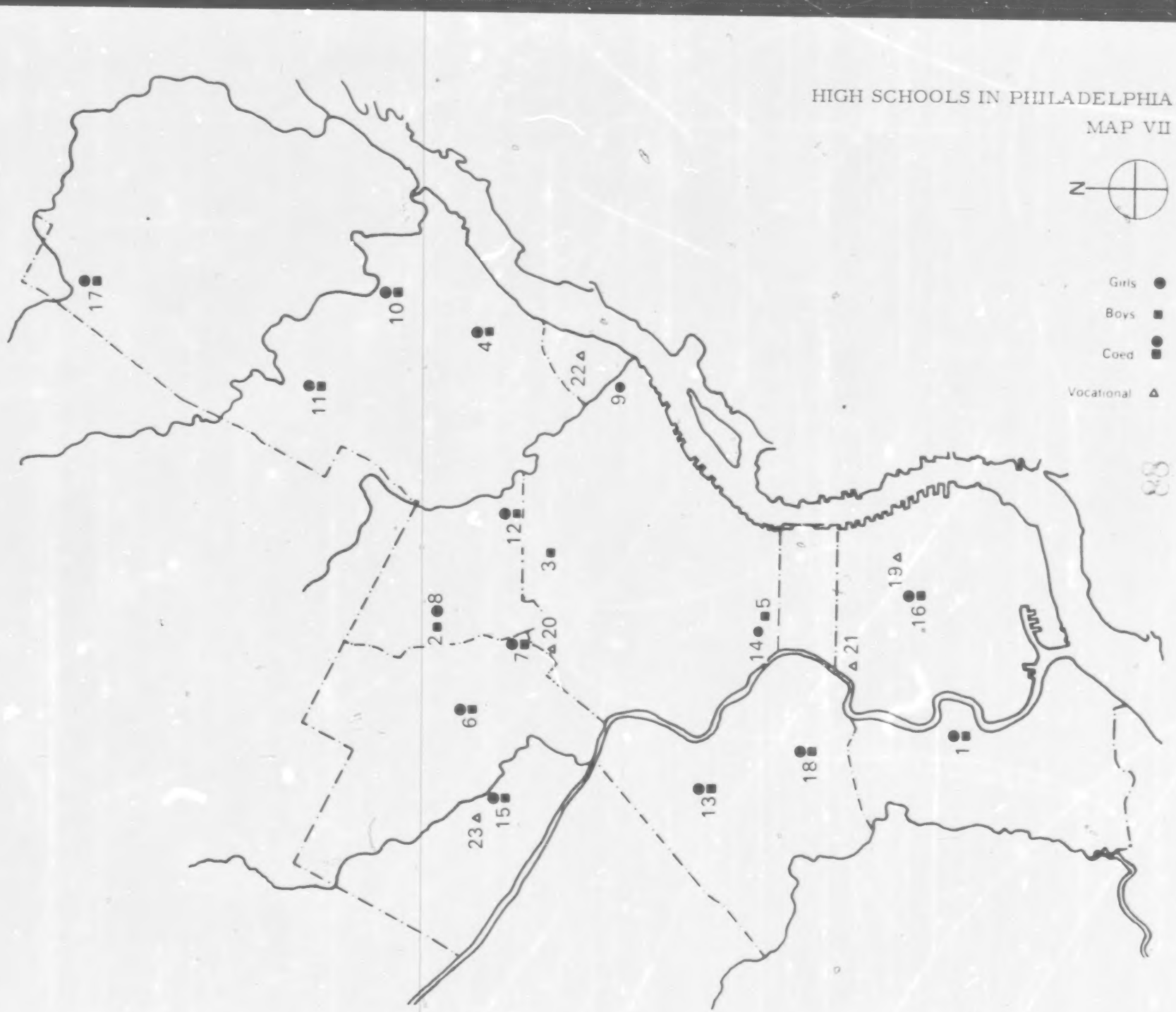


SECTIONS OF PHILADELPHIA

MAP V

PHILADELPHIA ZIP CODES

MAP VI


HIGH SCHOOLS IN PHILADELPHIA
MAP VII
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16
1

1960

ITALIAN POPULATION

MAP VIII

Each dot =100 persons

1960

BLACK POPULATION

MAP IX

Each dot = 100 persons

MAJOR STREETS IN PHILADELPHIA